"selves only if they wish to do so, they knowing all the time that, *if* they do not "do so, there is no authority which can impose taxation upon them and also know- "ing that Government would in any case give them enough for all their require- "ments? A state of affairs like that appears to me to be self-condemned. If the "framers of the T. I. C. Regulation of 1076 thought that the people of the towns "would voluntarily resort to taxation under the provisions of the law, all that I can "say is that they very much misunderstood the situation. The average human being, "in town or village, would not pay any tax if he could help it. That is human "nature all the world over."

Education.

48. Chief events of the year.—The following were the chief events of the year:—

(1) The powers and duties of the Inspectors of Schools and of the Heads of Institutions under the direct control of Government, were revised and enlarged. Several Institutions, which had been working independently of the inspecting agency, were placed under the administrative control of the Inspectors. The revision of the inspecting agency, which was last organised in 1070, was also decided upon. The separation of the supervision of girls' schools from that of boys' schools, the appointment of an Inspectress of girls' schools, with four Assistant Inspectresses, the reduction of the boys' school ranges from three to two, the raising of the status of the Assistant Inspectors of boys' schools and the abolition of the grade of Sub-Assistant Inspectors are the chief features of the revision. The new scheme will come into operation from the 1st January 1909.

(2) A Committee consisting of 10 members—official and non-official—was appointed to revise the curricula of studies, with a view to bring the school course into conformity with the changes introduced in University education, to suggest methods for improving the standard of Vernacular education, to report upon the feasibility of introducing a practical side to secondary education, to investigate the suitability of existing text-books and the necessity for revising or replacing them and to submit suggestions regarding the improvement of the accommodation and equipment of schools, qualifications of teachers, promotion of pupils, methods of teaching and methods of inspection. The Committee has closed its sittings and submitted its report. The report is under the consideration of His Highness' Government.

(3) The comparative examinations, which used to be held for Forms IV and V in all Sirkar English schools, were abolished, all class promotions being left to the discretion of the headmasters of those schools, acting under the control of the Inspectors and of the Principals of Colleges.

(4) Encouragement was given to the education of Mahomedans by granting them special concessions. Full salary grants are now allowed to Mahomedan primary schools; Arabic is permitted to be taught as a second language and a special grant is allowed to Arabic Munshis; and Mahomedan pupils are allowed to be admitted into all Sirkar schools at half the fees prescribed for ordinary students.

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(5) The policy of throwing open all Sirkar boys' schools to Eazhavas was persisted in, and all such schools, with the exception of a few situated in localites inaccessible to Eazhavas, are now open to them. These latter also have been ordered to be removed to unobjectionable places as early as practicable.

(6) A Caste Hindu Hostel was opened at Trivandrum for the benefit of the students of H. H. the Maharaja's College and of other educational institutions in Trivandrum. Rules regulating the constitution and management of the hostel were also framed.

(7) The minimum pay of teachers in all Sirkar schools was raised from Rs. 5 per mensem to Rs. 7 per mensem.

(8) Gymnasia—with the necessary apparatus and instructors—were sanctioned for a large number of schools—mostly Vernacular—which had been hitherto without them.

(9) Sirkar English Schools were withdrawn from places where private schools were found to be thriving. The High School at Alleppey and the Middle Schools at Tiruvella and Changanacherry were accordingly abolished. The English Middle Schools at Tiruvattar and Chirayinkil were also abolished as being unnecessary.

(10) Arrangements were made to secure a competent Instructor from Europe with a view to introduce Manual Training in schools.

(11) Several Educational Boards, consisting of non-official gentlemen, were formed.

49. Schools and scholars.—The total number of schools rose from 3,551 to 3,573, *i. e.*, by 22. The number of scholars showed the large increase of 10,032, having risen from 1,96,314 to 2,06,346.

50. Schools according to agencies.—Sirkar institutions fell in number by 6, but rose in strength by 2,699; aided schools rose both in number and strength, by 77 and 6,518 respectively; private unaided institutions fell n number by 49, but rose in strength by 815. The fall in the number of unaided (pial) schools and the rise in the number of aided schools are encouraging, as they show that a larger number of institutions are endeavouring to conform to the rules, so as to deserve recognition and aid from the Sirkar. One of the most backward taluks, Muvattupuzha, has returned an increase of 55 schools and of 1,630 scholars.

51. Scholars in relation to population.—The percentage of the total population under instruction was 7. The percentage of the total number of scholars to the total school-going population in the State rose from 27 to 28. Of the total number of scholars under instruction, 74% were boys and 26% girls. The corresponding figures of 1082 were 75 and 25.

52. Scholars in relation to caste and creed.—Classified according to caste and creed, 61% of the total scholars were Hindus, 34% Christians and 5% Mahomedans. The percentages of the previous year were 63, 33 and 4 respectively.

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